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ABSTRACT

A state-of-the-art convocation brought together a select group of 30 American Indian leaders to discuss national goals for American Indian education. The conference was held in order to clarify the role of the National Indian Education Association, to unify the major national organizations and agencies involved in Indian education, and to formulate research and development needs. The conference produced 48 specific objectives related to four broad goals: (1) improving the quality of education for American Indian children and adults, (2) establishing an inter-organizational alliance to improve communication about all issues affecting Indian education, (3) informing the states of the special status, legal rights, and sovereignty of Indian tribes and reservations, and (4) promoting research by American Indian educators leading to improved educational methods and materials for American Indian students. The conference resulted in a national strategy for Indian education, unique in the fact that Indian people are totally responsible for all aspects of that strategy. Appendices contain the conference proposal and agenda, a directory of participants and the agencies they represent, and the agenda and minutes of the conference planning session. (JH)

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REPORT
ON THE
PURPOSE, PROCEEDINGS, and PRIORITIES
OF THE
"STATE OF THE ART" CONVOCATION
ON
AMERICAN INDIAN EDUCATION

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held in Denver, Colorado

August 13-14, 1979

sponsored by the

National Indian Education Association

September 1979

DHEW-OIE Contract No. 300790385

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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TABLE OF CONTENTS

I.	Cover Letter	
II.	Title Page	
III.	Introduction	p. 1
IV.	Purpose of the "State of the Art" Convocation"	p. 2
V.	Current Need for a Convocation	p. 3
VI.	Summary: Purpose and Need of Convocation	p. 5
VII.	The Process of the Proceedings - Getting to the Priorities	p. 6
VIII.	Pre-Convocation Organizing Process - Working Out A Plan	p. 7
IX.	Convocation Goals Process - Working Out Priorities	p. 9
X.	Subcommittees on Process - Maintaining a "National" Perspective	p. 10
XI.	The Issues Framework - Creating a National "Educational" Perspective	p. 10
XII.	Process Summary	p. 11
XIII.	GOALS and PRIORITIES - Introductory Outline	p. 12
XIV.	Priority Goal Statements by Issue Framework	p. 13
XV.	Priority Goals With Statements of Objectives	p. 14
XVI.	Summary Statement	p. 20
XVII.	APPENDIX	p. 22

A. Convocation Participants/Agenda

B. The Working Paper - An Unsolicited Proposal

C. Planning Meeting Invitation/Participants

D. Planning Meeting Minutes/Site and Date Preference

E. List of Persons Invited

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THE OBJECTIVE, THE PLAN, THE PROCESS

= Establishing Goals - Setting Priorities =

INTRODUCTION

This report and its findings are entitled "A Report on the Purpose, Proceedings, and Priorities" because a report limited just to conclusions and recommendations would not adequately reflect and amplify the purpose and intent, nor the genuine need for this Convocation at this point in time. The fundamental purpose of the "State of the Art" Convocation, from which this report was taken, was one of a number of critical decision confrontations that resulted from an organizational study initiated by the current Board of Directors of the National Indian Education Association (NIEA). It became clear to the current Board of Directors of NIEA, after the completion of the findings and recommendations of its organizational study, that in order to plan for what it ought to do in its present operational year and whether or not it had a viable future, it had to make this determination based on the role and expectations it had in relation to the national Indian community, national Indian education special interest groups and organizations, in relation to national Indian political organizations, and in relation to federal agencies and the United States Congress.

NIEA grew out of a similar Convocation held in 1969 involving only a handful of Indian persons concerned with the quality of education as related to American Indian and Alaska Native students and the lack of sufficient and basic educational services and programs. Like the Convocation that conceived the NIEA of 1969, this 1979 "State of the Art" Convocation involved approximately thirty (30) nationally recognized, professional, highly experienced, and a highly select group of national

leaders in American Indian education. (See Appendix A) The principal need of the 1969 Convocation was that the conveners saw the clear need to share ideas and exchange information to improve the quality of educational practice to American Indians as well as their own self-improvement as administrators, policy-makers, practitioners, and parents.

The need for this 1979 Convocation grew out of the aforementioned organizational study conducted by NIEA at the beginning of this present year. One of the tasks of this study was to survey past and present Board and staff members of NIEA for thier input and observations as to past, present, and future directions for NIEA. Past and present Board members and staff of NIEA literally reads like a "Who's Who" in American Indian Education. The need for this Convocation really grew out of two conclusions of this survey of past and present Board members and staff of NIEA. These two conclusions were (1) that there was not consensus as to the role and expectations of NIEA, and (2) that there was no unity of purpose nor clear definition of roles and relationships between and among the major national organizations and agencies involved in Indian education. It just became obvious as a result that a "State of the Art" Convocation was needed at the present time just like the original Convocation that originated the idea of NIEA in 1969.

PURPOSE OF THE "STATE OF THE ART" CONVOCATION

The purpose of the Convocation was principally based on the above two conclusions of expressed need, and the concensus then of the NIEA organization concluding that we are at a very critical juncture in the future and direction of American Indian education, and that the time is now to sit and reason together, reaffirm our unity of purpose, and more

clearly define how we all work together to assure opportunity and equity for American Indian children and adults. The purpose of the Convocation was more clearly defined as a set of objectives, namely the following:

I. To facilitate a Convocation of national leaders in American Indian education,

II. To strategically focus issues, priorities, and expectations,

III. To clarify and define objectives and plans,

IV. To establish an information retrieval and dissemination strategy,

V. To formulate research and development needs and a communication network, and

VI. To develop an action strategy to accomplish the cooperation, coordination, and cohesive effort to best meet the educational needs of American Indians.

CURRENT NEED FOR A "STATE OF THE ART" CONVOCATION

In addition to the expressed needs concluded by the Board of Directors, past and present, of NIEA, a cursory overview of events and activities at the present time and within the past year would indicate that a sense of urgency is clearly evident from the following state of affairs within the Indian education community:

1) Current national government initiatives to create a new U.S. Department of Education, and the attendant demands of the P.L. 95-561 and P.L. 95-471 Task Forces have taken unprecedented priority over all other American Indian education needs and activities.

2) Communication among and between federal agencies and national Indian education leadership has come to almost a standstill.

3) Federal Indian education resources and opportunity to assist on-going Indian education needs, priorities, and plans have been relegated to a distant second place of concern and attention.

4) Leadership and direction of American Indian education are lacking in a cohesive and comprehensive strategy to address national Indian education interests and problems.

5) Federal agencies and national Indian organizations have no systematic way of sharing and disseminating information among and between themselves nor the national Indian community.

6) The roles and responsibilities of national Indian organizations and special interest groups are becoming more confused and should be clarified for their own self interest, as well as for their constituencies and on-going federal legislative and agency activities.

7) More than ever since the first annual National Indian Education Convention, the 1979 Convention Committees cannot plan a program nor develop an agenda amidst the present confusion of roles, responsibilities, priorities, and problems among and between national Indian education leaders, organizations, and federal agencies.

8) At the 1979 National Congress of American Indians Convention, Education Concerns Committee--representatives of NIEA, American Indian Higher Education Consortium, Coalition of Indian Controlled School Boards, Inc., National Tribal Chairmen's Association, and the National Congress of American Indians--resolved to establish an Inter-organizational Alliance to promote "Cooperative efforts among Indian organizations involved in Indian education". Support

for this Alliance was subsequently reiterated and reaffirmed at the 1978 Coalition of Indian Controlled School Boards, Inc. Annual Meeting.

Among the cooperative efforts and objectives of the proposed Inter-organizational Alliance were the following mutually beneficial activities:

a) meetings, conferences, workshops

b) contact and communication with agencies related to Indian education

c) information, research and resources

d) legislative and government activity

e) a weekly published newsletter and communication network

IN SUMMARY: PURPOSE AND NEED OF "STATE OF THE ART" CONVOCATION

This "State of the Art" Convocation was designed to provide an intensive forum for a highly experienced small group of Indian education leaders to communicate and reason with one another as to where they are, what they are doing, and what are their plans and priorities. The conclusions are reflected in a set of goals and priorities to suggest how they all can work together through their respective tribes, organizations, institutions, and agencies to advance these goals, and propose action strategies to accomplish the cooperation, coordination, and cohesive unity of purpose to best meet the educational needs of American Indians.

THE PROCESS OF THE PROCEEDINGS - GETTING TO THE PRIORITIES

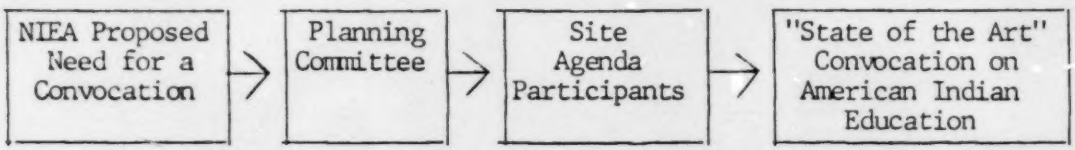
Establishing goals, setting objectives to reach them, and working out plans to accomplish them are not commonplace ways of doing their business by Indians anywhere in the United States. This had been the ten-year experience of the National Indian Education Association--simply operating by the proverbial "seat of its pants" to conduct business. But the present Board of Directors saw fit to change the method of operation. They felt that if they were to continue as a reputable, stable organization in the future, they needed to mature in their own thinking and needed to direct a more mature approach to the conduct of their business. They initiated an Organizational Study in January of 1979 to assess the past organizational activity of NIEA, to evaluate its present operations, and to determine how it ought to operate and where it ought to be going in the future. The Organizational Study provided for them a perspective that suggested that the way to get back on the track and to determine how they ought to "run their business" needed to be begun by establishing new goals, setting objectives to reach these new goals, and to develop the plans to accomplish these objectives.

This whole experience of being self-directing, self-initiating, and self-appraising, is the beginning realization of the national Indian goal of "self-determination" for themselves and for the administration of programs and services, as well as in the governance of their tribal governments and tribal organizations.

As a result of its Organizational Study, its own tool of self-assessment, the NIEA organization arrived at a set of operational goals for the year 1979, as well as proposing long-range goals that might be accomplished within the next 5 to 10 years. This process of goal setting, planning, and accomplishing objectives on the part of NIEA is important to emphasize. It is this process that was the foundation which prescribed among other

operational objectives for 1979, that a Convocation workshop of national Indian leaders in Indian education be proposed, organized, and accomplished. The reasoning behind this objective of the NIEA organization was that in order for it to arrive at any long-range plans, it could only arrive at goals, set objectives, and initiate planning for the future if it knew where it fit in relation to the national Indian community, national Indian education organizations, and national government agencies providing financial and technical assistance toward Indian Education.

PRE-CONVOCATION ORGANIZING PROCESS-Working Out a Plan


NIEA Proposed Need for a Convocation
Planning Committee
Site Agenda Participants
"State of the Art" Convocation on American Indian Education

The plan to accomplish the organizing and implementing of a national Convocation of American Indian leadership in the field of Indian education necessarily needed to be developed, debated, and agreed upon by the principal national political and special interest groups involved with Indian education.

The first step was to develop a working paper that could be shared with prospective participants and funding sources. This paper was developed in the form of a proposal entitled "An Unsolicited Proposal for an American Indian Education 'State of the Art' Convocation". Prepared by NIEA staff, it was submitted to the Bureau of Indian Affairs, Office of Indian Education, National Advisory Council on Indian Education, National Tribal Chairmen's Association, National Congress of American Indians, and the National Institute of Education in early March, 1979. (See Appendix B)

After receiving favorable response from most reviewers, a date was set for June 4, 1979 to meet and plan the Convocation in Washington, D.C. The Convocation planning meetings were held at the American Indian National Bank and at the National Advisory Council on Indian Education. The purpose of this planning meeting was to agree on an agenda, site, and who the participants should be. The groups invited to this meeting were the National Tribal Chairmen's Association, National Congress of American Indians, American Indian Higher Education Consortium, Coalition of Indian Controlled School Boards, Inc., National Education Association, National Advisory Council on Indian Education, National Indian Education Association, Office of Indian Education, and the Bureau of Indian Affairs. (See Appendix C)

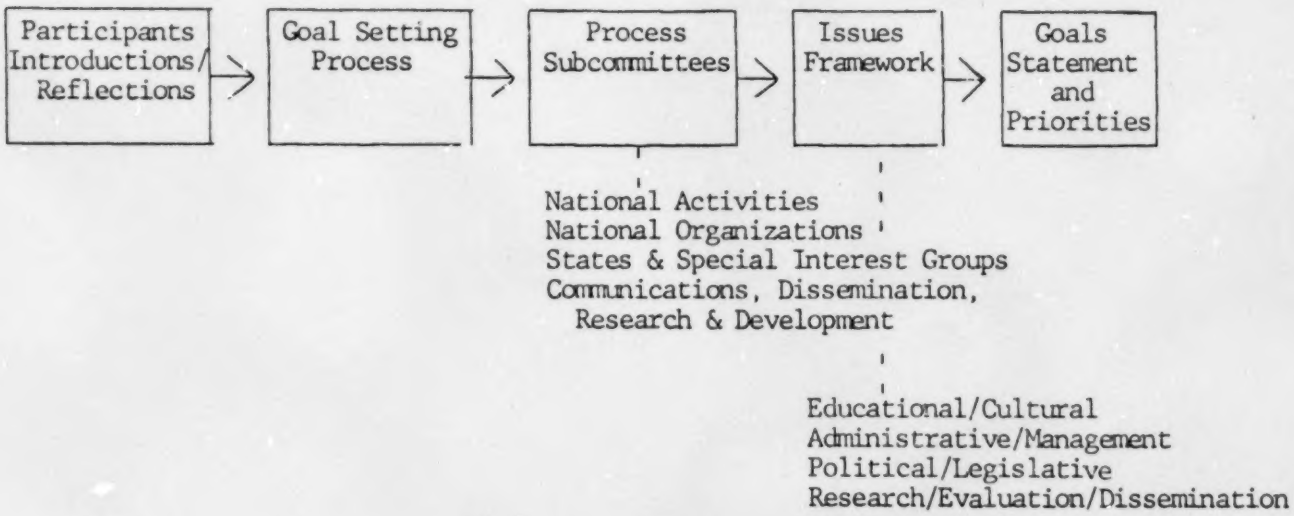
The results of the planning meeting were somewhat short of the anticipated objectives. The agenda was not completely agreed upon, but a number of issues were postured that might be the basis for an expanded agenda, i.e., Office of Indian Education priorities, programs and initiatives for the Gifted and Talented, a renewed Unity of Purpose, the reiterated need of the Inter-organizational Alliance on Indian Education, and clarifying the roles and expectations of our respective organizations and our national goals and priorities.

The site for the Convocation, and the dates, were set by a return postcard sent out by NIEA with three options of places and dates. The place was overwhelmingly for Denver, and the dates for August 13-14, 1979. (See Appendix D)

The participants suggested for obvious inclusion were two persons each from at least the following organizations and agencies: National Indian Education Association, National Tribal Chairmen's Association, National Congress of American Indians, American Indian Higher Education

Consortium, National Advisory Council on Indian Education, Coalition of Indian Controlled School Boards, Inc., Office of Indian Education, Bureau of Indian Affairs, Navajo Nation, National Education Association Indian Task Force, and others as available funds would allow. (See Appendix E - List of those invited/attending)

CONVOCATION GOALS PROCESS - Working Out Priorities



The NIEA-proposed agenda and process presented and agreed upon at the Convocation in Denver was designed to minimize controversy and debate amidst this very diverse and broadly representative group of American Indian educators. A "process" format was postured because the Convocation was necessarily a forum for the expression and exchange of ideas and opinions from very widely divergent individual and special interest group perspectives.

The process was intended to capitalize on the generally "national" perspective of the majority of the participants. The intent was to maintain a "national" perspective and level of dialogue, bolster the momentum of the developing Inter-organizational Alliance on Indian Education, and attempt to accomplish a unified sense of purpose and direction in establishing

goals and priorities that would transcend the personal and special interests of the participants, and result in a national agenda and work plan that would clarify roles and expectations across organizational lines and special interests.

The Subcommittees on Process - Maintaining a "National" Perspective

Recognizing the National/Political perspective of the majority of the participants, as well as the modus vivendi of the national government-tribal government historical relationship, the process subcommittees suggested for the establishing goals were therefore national/political in nature: (A) National Activities, (B) National Organizations and Hearings, (C) State and Special Interest Activities, and (D) Communications, Dissemination, and Research and Development. The broad goal statements developed in these sub-committees were then presented to the Committee of the Whole for information and integration through an agreed upon Issues Framework.

The Issues Framework - Creating a National "Educational" Perspective

It might be appropo at this point in the report to reiterate the "Purpose" of the Convocation and the set of objectives that were desired to be accomplished:

I. To facilitate a Convocation of national leaders in American Indian education,

II. To strategically focus issues, priorities, and expectations,

III. To clarify and define objectives and plans,

IV. To establish an information retrieval and dissemination strategy,

V. To formulate research and development needs and a communication network, and

VI. To develop an action strategy to accomplish the cooperation, coordination, and cohesive effort to best meet the educational needs of American Indians.

The proposed "Issues Framework" was left absolutely to the devices and concensus of the participant Committee of the Whole. The Issues Framework agreed upon did, in fact, provide the "National/Educational" perspective. The agreed upon Issues Framework to integrate the established goals and objectives, and to systematically group, refine, and prioritize them was the following:

(I) Educational/Cultural

(II) Administrative/Management

(III) Political/Legislative

(IV) Research and Development/Dissemination

Process Summary

The "national" subcommittee process used to establish broad goals, followed by this "educational" framework to group, refine, and prioritize the myriad of ideas, opinions, perspectives, and politics inclusive in these broad goals genuinely reflects the maturity and professionalism achieved since the first Convocation that gave birth to NIEA in 1969.

This process summary could not adequately describe the commitment, colloquy, comradeship, and concensus of the participants of this Convocation. Nor can the simplicity of the framework and Indian Education priorities do justice to the concern, conscientious effort, and continuing challenge clearly understood and undertaken by all of these participants and their respective organizations and agencies.

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GOALS and PRIORITIES

FOR

AMERICAN INDIAN EDUCATION

Concluded at

the "State of the Art" Convocation

on American Indian Education

Denver, Colorado

August 13-14, 1979

NOTE

This section of the report will be presented as follows:

A. Priority Goal Statements by Issue Framework Area

I. Educational/Cultural

II. Administrative/Management

III. Political/Legislative

IV. Research & Development/Evaluation/Dissemination

B. Priority Goals with Statements of Objectives

C. Summary Statement

Part A.

PRIORITY GOAL STATEMENTS BY ISSUE FRAMEWORK AREA

Priority Goal I
(Educational/Cultural)

TO IMPROVE THE QUALITY OF EDUCATION TO AMERICAN INDIAN CHILDREN AND ADULTS.

Priority Goal II
(Administrative/Management)

TO ESTABLISH AND SUPPORT AN INTER-ORGANIZATIONAL ALLIANCE FOR THE DEVELOPMENT, COORDINATION AND INCREASED COMMUNICATION OF EDUCATIONAL ISSUES, RESEARCH & DEVELOPMENT, GOVERNMENT AND LEGISLATION, INFORMATION DISSEMINATION AND DIFFUSION, AND INTER-ORGANIZATIONAL NEWS AND EVENTS.

Priority Goal III
(Political/Legislative)

TO PROMOTE, COORDINATE AND SUPPORT THE DEVELOPMENT OF A COMPACT AND READILY AVAILABLE EDUCATIONAL PACKAGE TO EFFECTIVELY DISTRIBUTE TO AND INFORM THE STATES OF THE SPECIAL STATUS, LEGAL RIGHTS, AND SOVEREIGNTY OF THE INDIAN TRIBES AND RESERVATIONS IN THESE UNITED STATES.

Priority Goal IV
(Research & Development/Evaluation/Dissemination)

TO FOSTER THE REALIZATION THAT AMERICAN INDIAN EDUCATORS, THEMSELVES, NEED THE OPPORTUNITIES TO MEANINGFULLY APPLY EDUCATIONAL RESEARCH TECHNIQUES IN RESPECTIVE TRIBAL/EDUCATIONAL SETTINGS INVOLVING AMERICAN INDIAN CHILDREN. BASED ON BASIC AND APPLIED RESEARCH FINDINGS, DEVELOPMENT NEEDS CAN BE IDENTIFIED AND IMPLEMENTED IN THE FIELDS OF CURRICULUM DEVELOPMENT, TEACHER-ADMINISTRATOR TRAINING/AWARENESS MATERIALS, PROCESSES FOR PARENTAL PARTICIPATION IN FORMAL/NON-FORMAL EDUCATIONAL SETTINGS, AND APPLIED EVALUATION TECHNIQUES. DISSEMINATION AND DIFFUSION OF THESE AND OTHER APPLICABLE EDUCATIONAL RESEARCH AND DEVELOPMENT METHODS AND MATERIALS ARE ABSOLUTELY IMPLICIT IN THE DEVELOPMENT AND IMPLEMENTATION OF THIS AND THE PREVIOUS THREE PRIORITY GOALS.

Part B.

Priority Goals With Statements of Objectives

Priority Goal I

TO IMPROVE THE QUALITY OF EDUCATION TO AMERICAN INDIAN CHILDREN AND ADULTS.

Objectives:

1. To Support Programs and/or the Development of Such Programs That Provide Quality/Special Training for Indian Professionals and Para-Professionals Based Upon Tribal/Community Need.

2. To Support the Development of a National American Indian Education Placement and Referral Center.

3. To Develop and Teach Tribally-Specific Curriculum.

4. To Promote and Develop Educationally/Academically Challenging Programs for the Gifted and Talented, As Well As to Continue and Support Programs Responsive to the Special Needs of Exceptional and Handicapped Indian Children and Young People.

5. To Evaluate and Appraise the Utility of the Data Recommendations, and Studies of the P.L. 95-561 Task Forces.

6. To Promote and Support Every Opportunity to Increase the Number of Indian Teachers Serving Indian Education.

7. To Strengthen the Cultural Teaching/Learning Environment and Identity of Indian Youth and Adults.

8. To Promote and Develop Educational Opportunities That Will Expand and Encourage Increased Indian Leadership in Tribal Affairs, and Indian-Serving Educational, Social, Business, and Natural Resources Agencies and Institutions Both On and Off Reservations.

9. To Promote and Develop American Indian Curriculum Development and/or Educational Laboratory Resource Centers on a Regional and/or National Level.

10. To Promote and Develop an Information Dissemination/Retrieval Network with Special Emphasis on "Plain" English Communications to Indian Parents and Tribal Leaders, Education Committees, and Practitioners.

11. To Promote and Develop the Complimentary National Diffusion Network That Will Serve as the Clearinghouse to Interface the Indian Education Community With Useful and Available Applied and Directed Research.

12. To Promote and Encourage Tribes and Tribal Governments, Indian Communities, Indian Education Committees and Organizations, and Indian Alternative Schools - To Develop and Implement Clear Education Plans, Policies, and Priorities, and When and If Possible to Develop and Implement Tribal Education Codes, Comprehensive Education Plans, and Departments of Education.

13. To Promote and Encourage Tribes, Tribal Governments, Tribal Education Committees, Indian Organizations, Parent Committees, JOM Committees, Indian Professional Education Organizations to Clearly Define "Indian Education" and Clearly Define the "Role of Indian Education" - So That They All Can Work Together With a Unity of Purpose and Direction Between and Among Each Other, and Promote and Support Laws, Policies, Practices, and Appropriations at the Federal, State, and Local LEA Level That Improve the Quality of Education to American Indian Children and Adults.

Priority Goal II

TO ESTABLISH AND SUPPORT AN INTER-ORGANIZATIONAL ALLIANCE FOR THE DEVELOPMENT, COORDINATION AND INCREASED COMMUNICATION OF EDUCATIONAL ISSUES, RESEARCH & DEVELOPMENT, GOVERNMENT AND LEGISLATION, INFORMATION DISSEMINATION AND DIFFUSION, AND INTER-ORGANIZATIONAL NEWS AND EVENTS.

Objectives:

1. To Keep Member Organizations Informed of all Important Information, News and Pending Actions in Indian Education.

2. To Keep Fellow Member Organizations Informed of One's Major Activities and Plans.

3. To Investigate the Possibility of Developing and Issuing a Weekly or Bi-Weekly Newsletter to be the Responsibility of One of the Member Organizations and to be Mutually Financed.

4. To Cooperate Whenever Feasible in Uniting Together in Drafting and Submitting Testimony on Congressional and State Legislation Regarding Indian Education.

5. To Maintain Communications With Non-Indian Organizations and Agencies Involved in Indian Education.

6. To Cooperate in Areas of Information and Education Resources, Research, Conferences, and Other Matters Whenever Such Cooperation is Mutually Beneficial and Furthers the Improvement of Indian Education.

7. To Identify and Develop the "Indian Educational Roles" of the Tribe, The Federal Government, State Government, Indian Professional and Education Organizations, Alternative Schools, Colleges and Universities, and Other Agencies, Organizations and Institutions That Are Involved in Indian Education.

8. To Initiate a Project/Plan to Research and Evaluate All States' Education and Education-Related Programs, Services, Commissions, Policies, Practices, and Appropriations for Improving the Quality of Services and Quantity of Financial Assistance to Indian Education that Might Better Benefit the Tribes and/or Cause a Legislative Backlash/Red Flag.

9. To Initiate and Develop a Process that will Accommodate the Resolution of Differences and/or the Development of Alternatives for Indian Education Programs, Legislation, Negotiations, and Guidelines.

10. To Promote and Develop A Network to Disseminate and Retrieve Accurate Information to Indian Parents and Parent Committees, as Well as Tribal Governments and Tribal Education Committees From/By All Levels of Government (Federal/Tribal/State/Local).

Priority Goal III

TO PROMOTE, COORDINATE AND SUPPORT THE DEVELOPMENT OF A COMPACT AND READILY AVAILABLE EDUCATIONAL PACKAGE TO EFFECTIVELY DISTRIBUTE TO AND INFORM THE STATES OF THE SPECIAL STATUS, LEGAL RIGHTS, AND SOVEREIGNTY OF THE INDIAN TRIBES AND RESERVATIONS IN THESE UNITED STATES.

Objectives:

1. To Develop the Accurate and Concise Information About the Legal Rights and Sovereignty of the Various Tribes Into a Compact and Teachable Package for Dissemination to States.

2. To Develop Information on Existing Tribal, State, and Federal/National Laws on Education Which Will Be Disseminated and Made Available to the Various Tribes so There Will Be Alternatives to the Status Quo on Indian Education.

3. To Encourage All Indian Tribal Groups, National Indian Organizations, State Indian Education Associations, and Other Professional Education Groups With American Indian/Alaska Components to Develop and Disseminate Information That Will Lead to a Consistent Policy on Political Action and Concerted Efforts Toward the Improvement of Indian Education.

4. To Promote and Develop a National Policy of Tribal Groups, National Indian Organizations, State Indian Education Associations, and Other Professional Education Groups With American/Alaska Native Components to Coordinate and Implement a Consistent Request For Full Funding for American Indian/Alaska Native Education Programs, Thereby Assuring and Necessitating an Ongoing System of Communication and Dissemination of Information Among and Between These Groups.

5. To Better Educate Tribal Governments of Existing and Applicable State Laws Which Affect and Impact on Them, and Work to Improve or Change These Laws to Better Benefit the Tribes Where This Needs to be Done.

6. To Encourage and Promote the Need of More Indian Educators to Actively Participate in State Education Associations to Assure Input in State and Federal Education Legislation, to Assure Establishment of American Indian Subcommittees Within These Associations, and to Lobby and Endorse Indian Members To Seek Election/Appointment to the Governing Boards of These Associations.

Priority Goal IV

TO FOSTER THE REALIZATION THAT AMERICAN INDIAN EDUCATORS, THEMSELVES, NEED THE OPPORTUNITIES TO MEANINGFULLY APPLY EDUCATIONAL RESEARCH TECHNIQUES IN RESPECTIVE TRIBAL/EDUCATIONAL SETTINGS INVOLVING AMERICAN INDIAN CHILDREN. BASED ON BASIC AND APPLIED RESEARCH FINDINGS, DEVELOPMENT NEEDS CAN BE IDENTIFIED AND IMPLEMENTED IN THE FIELDS OF CURRICULUM DEVELOPMENT, TEACHER-ADMINISTRATOR TRAINING/AWARENESS MATERIALS, PROCESSES FOR PARENTAL PARTICIPATION IN FORMAL/NON-FORMAL EDUCATIONAL SETTINGS, AND APPLIED EVALUATION TECHNIQUES. DISSEMINATION AND DIFFUSION OF THESE AND OTHER APPLICABLE EDUCATIONAL RESEARCH AND DEVELOPMENT METHODS AND MATERIALS ARE ABSOLUTELY IMPLICIT IN THE DEVELOPMENT AND IMPLEMENTATION OF THIS AND THE PREVIOUS THREE PRIORITY GOALS.

Objectives:

1. In the Area of Indian Human Power/People Power:

   a. To Identify the Indian Individuals Who Are Culturally Sensitive, Capable, and Experienced in the Various Aspects of the Research Process Particularly in the Indian Education Research,

   b. To Publish and Disseminate a Directory of Indian Individuals Who Were Identified Above as the Demand and Need May Require,

   c. To Identify Agencies With Available Research Funds and to Advocate for Additional Legislation and Appropriations for the Support of Indian Research Projects, Such as Set-Asides for Indian Research Within Specific Legislation and Appropriation Bills,

   d. To Identify Indian Individuals, Training Models, Funding Required and Cultural Sensitive Training Sites In Order to Train Indian Researchers,

   e. To Require Indian Preference for Staff and Trainees In Such Projects That Train Indian Researchers.

2. In The Area of Needs/Dissemination/Communication:

   a. To Promote Indian Tribes and Indian Educators To Establish New and Specific Policies For All Research To Be Conducted Within the Scope of Indian Education,

   b. To Have the Tribal Government Groups, Organizations, and Communities Identify Their Respective Areas of Priority and/or Needed Research With the Specific Research Goals, Objectives, and Requirements That They Want Accomplished/Implemented.

   c. To Have Tribal Government, Groups, Organizations, and Communities Involved in the Planning and Implementation of the Total Research Process That Will Include Them or Impact On Them,

d. To Provide Technical Assistance to Tribal Governments, Groups, Organizations, and Communities for Identification of Funding Agencies and Resources, and In the Submission of Grant Applications/ Proposals to These Various Agencies and Resources,

e. To Have Tribal Government, Groups, Organizations, and Communities Involved With The Review and Approval of the Research Findings, the Preparation of the Recommendations, and How the Findings Will Be Used To Benefit Their Group,

f. To Have Tribal Governments, Groups, Organizations, Communities Approve Any and All Dissemination and Publication of the Research Findings.

3. In The Area of Identified and Specific Research Problems:

a. To Catalog and Disseminate Prior and/or Existing Research Studies, i.e. Doctoral Dissertations, Government Sponsored/Supported Research, Etc.

b. The Development of an Indian Education Research Journal to be Published on a Regular Basis,

c. To Develop a Dissemination Model to Effectively Inform Parents of the Environments, Practices, Programs and Policies of the Tribes, LEA's, States, and Federal Government; and the Impact These Have on Their Children and Their Children's Education Institutions,

d. To Determine the Effectiveness and/or Futility of the Use of "Incremental Learning" in the Cognitive Learning Process of Indian Children Vis-a-vis Educational Styles and Methods Ought to Change Because Children and Times Change, and Are Not Just Stagnant and Surviving,

e. To Define the Difference Between Applied Research and Evaluation in Indian Education Environments,

f. To Research Testing, Implementation, Instrumentation, and Other Concerns That May Impact On Indian Children Differently Than on Non-Indians, Such as the Testing Required in P.L. 94-142.

g. To Analyze and Report the Effectiveness of the National Institute of Education With Research in American Indian Education, and The Diffusion of Research Information by the Division of Education Replication, HEW-Office of Education.

h. To Evaluate and Report on the Effectiveness and Impact on Such Past and Current Legislative Programs Such as P.L. 874, P.L. 815, P.L. 92-318, and P.L. 95-561.

Part C.

SUMMARY STATEMENT

"We need to develop a process for improving American Indian Education."

The above statement sounds like a redundant deduction, if a person is at all familiar with the past history or present status of Indian Education. Especially if a person is asked for a cursory appraisal of Indian Education, and an off-hand response is offered. One is likely to hear what he/she seems to have heard from a similar response five, ten, twenty-five years ago and longer. It may very likely be that the problem is Indian drop-outs, or the poor achievement of Indian students. It might be that there is still the age-old reluctance and apprehension of tribal governments to employ "educated" Indians, especially their own members. Or it might be just the seemingly historical "anti-intellectual" attitude prevalent within the Indian community, both on and off the reservation. The important difference is that those doing the asking, as well as those doing the answering and discussing, are Indian people themselves. As was the case for this State of the Art Convocation and the Goal Statements that resulted. The Convocation, the Colloquy, the Goals and Objectives, and this report - are totally Indian.

The process that we need to develop was the suggestion by an Indian to an Indian audience. It was not the Bureau of Indian Affairs talking to other Bureau of Indian Affairs personnel or to "their" Indian audience. Implicit and inherent in the statement is the important difference that is being suggested. Obviously the same old problems are still as prevalent today and they have been for as long as anybody can remember because Indians really had nothing to do with the process before now. The process being proposed is an Indian Process. Such a process is genuinely underway in the

proposal and conduct of this Convocation, and the Goals and Objectives that resulted. It is really the beginning of clear and genuine "self-determination" initiatives, activities, and strategies by the Indian leadership involved in and dedicated to working in, working with, and working for their Indian community.

This Indian Process is genuinely the only process that has the kind of integrity and credibility that can deal with fundamental issues such as the Definition of Indian Education, Who Speaks for Who in Indian Education, the Purpose of Indian Education, the Priorities of Indian Education. This Indian Process can also provide the appropriate forum to research and validate Who Is Responsible for the Transmission of Culture, What is the Best Methodology and Style to Improve Indian Educational Achievement and Leadership. It is also the Indian Process that can generate and respond to the issues of Who Governs and Who Controls the Plans, Programs, Priorities, and Appropriations in Indian Education. Indian Tribes, Tribal Governments, Indian Organizations, and Agencies serving Indians need only to honestly encourage and support the continuing of this "Self-Determination" Process of Indians helping Indians to solve Indian education problems. This Indian Process to improve the progress and achievement of Indian children and adults will work, if Tribal and Indian Community leaders and members really believe in themselves and really believe that "their" Indian people really can solve "their" own problems.

To continue this Indian Process, a follow-up Convocation should be convened in early 1980 for these same Indian leaders to share their respective Plans and Action Strategies of 1980 to accomplish the cooperation, coordination, and cohesive effort to begin to meet the educational needs and priorities of American Indians.

FEB 1980
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APPENDIX

A. Convocation Participants/Agenda

B. The Working Paper - An Unsolicited Proposal

C. Planning Meeting Invitation/Participants

D. Planning Meeting Minutes/Site and Date Preference Card

E. List of Persons Invited

APPENDIX A

NATIONAL INDIAN EDUCATION ASSOCIATION

1115 SECOND AVENUE SOUTH
IVY TOWER BUILDING
MINNEAPOLIS, MN 55403
PHONE: 612-333-5341

July 18, 1979

M E M O R A N D U M

TO:

FROM: Stuart A. Tonemah, President
National Indian Education Association (NIEA)

SUBJECT: Meeting Notice, "State of the Art" Convocation on American Indian Education, August 13-14, 1979, Downtown Hilton Hotel, Denver, Colorado

The response to our options for the dates and places to convene our "State of the Art" Convocation was overwhelmingly for the dates of August 13-14, 1979 and at Denver, Colorado.

A block of rooms has been reserved at the Hilton Hotel. Please call us to confirm your attendance and to let us know if you need additional rooms. The rooms are being billed to NIEA unless you notify us to the contrary. Airfare, taxis and other incidentals, plus $15.00 a day for food, will be reimbursed by NIEA.

NIEA will support the costs of two (2) persons from each organization and/or agency. Additional persons from any organization will be supported by the sending organization. NIEA suggests that you decide your representatives on the best geographical basis possible.

Any questions or concerns, call Lee Cook, Phyllis Johnson or Joyce Yellowhammer, NIEA at 612-333-5341.

One final note, you will readily see by the Tentative Agenda that this Convocation is intended to be a working meeting, and that the results anticipated will have far reaching national policy and program input for American Indian Education.

NATIONAL INDIAN EDUCATION ASSOCIATION

1115 SECOND AVENUE SOUTH
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TENTATIVE AGENDA

"State of the Art" Convocation
on American Indian Education

August 13-14, 1979

Hilton Hotel
Denver, Colorado

Monday, August 13, 1979

8:30 a.m. - Coffee, Juice, Rolls in Conference Room

9:00 a.m. - Overview: Stuart A. Tonemah, NIEA President

Introductions

Opening Reflections
(Organizations/Practitioners/Agencies)

11:00 a.m. - Discussion of Goals

12:00 - 1:30 p.m. - Lunch

1:30 p.m. - Process Overview

2:00 p.m. - Subcommittees on Process

A. National Activities

B. National Organizations and Hearings

C. State and Special Interest Activities

D. Communications, Dissemination, and Research and Development

3:45 p.m. - Reports from Subcommittees

4:15 p.m. - Discussion

5:00 p.m. - Adjourn (Dinner on your own)

7:30 p.m. - Overview and Discussions of Issues Framework

NATIONAL INDIAN EDUCATION ASSOCIATION

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8:15 p.m. - Subcommittees on Issues (to be determined)

A.

B.

C.

D.

9:30 p.m. - Adjourn

Tuesday, August 14, 1979

8:30 a.m. - Coffee, Juice, Rolls in Conference Room

9:00 a.m. - Reports and Discussions of Issues Framework

10:00 a.m. - Discussion of Process

11:00 a.m. - Issues Subcommittees Reports and Discussions

12:00 p.m. - Lunch

1:00 p.m. - Concluding Session

2:30 p.m. - Adjourn

"State of the Art" Convocation
American Indian Education
Participants
August 13-14, 1979

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Dr. Will Antell
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Louis Tyon
American Indian Higher Education Consortium
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APPENDIX B

NATIONAL INDIAN EDUCATION ASSOCIATION

1115 SECOND AVENUE SOUTH
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PHONE 612-333-5341

An Unsolicited Proposal

for an

American Indian Education

"STATE OF THE ART"

Convocation

Prepared and Submitted by:

Leon F. Cook
Development Director

An Unsolicited Proposal

for an

AMERICAN INDIAN EDUCATION

"STATE OF THE ART"

CONVOCATION

Purpose:

i) To facilitate a convocation of National leaders in American Indian Education ...

ii) To strategically focus issues, priorities, and expections ...

iii) To clarify and define objectives and plans ...

iv) To establish an information retrieval and dissemination strategy ...

v) Formulate research and development needs and communication network ... and ...

vi) To develop an action strategy to accomplish the cooperation, coordination, and cohesive effort to best meet the educational needs of American Indians.

Need for a Convocation:

-- Current national government initiatives to create a new U.S. Department of Education, and the attendant demands of the P.L 95-561 and P.L. 95-471 Task Forces have taken unprecedented priority over all other American Indian education needs and activities.

-- Communication among and between federal agencies and national Indian Education leadership has come to almost a standstill.

-- Federal Indian education resources and opportunity to assist on-going Indian education needs, priorities, and plans have been relegated to a distant

second place of concern and attention.

-- Leadership and direction of American Indian education are lacking in a cohesive and comprehensive strategy to address national Indian education interests and problems.

-- Federal agencies and national Indian organizations have no systematic way of sharing and disseminating information among and between themselves nor the national Indian community.

-- The roles and responsibilities of national Indian organizations and special interest groups are becoming more confused and should be clarified for their own self interest, as well as for their constituencies and on-going federal legislative and agency activities.

-- More than ever since the first annual National Indian Education Convention, the 1979 Convention Committees cannot plan a program nor develop an agenda amidst the present confusion of roles, responsibilities, priorities, and problems among and between national Indian education leaders, organizations, and federal agencies.

-- At the 1978 NCAI Annual Convention, the Education Concerns Committee--representatives of NIEA, AIHEC, CICSB, NTCA and NCAI - resolved to establish an Inter-organizational Alliance to promote "Cooperative efforts among Indian organizations involved in Indian Education". Support for this Alliance was subsequently reiterated and reaffirmed at the 1978 CICSB Annual Meeting.

Among the cooperative efforts and objectives of the proposed Inter-organizational Alliance were the following mutually beneficial activities:

a) meetings, conferences, workshops

b) contact and communication with agencies related to Indian education

c) information, research and resources

d) legislative and government activity

e) a weekly published newsletter and communication network

This proposed convocation can provide the forum for Indian education leadership to communicate and reason with one another as to where they are, what they are doing, what are their plans and priorities, and how they all can work together to improve the educational environment and resources of American Indians.

Implementation of Convocation

1. The participation be limited to 35-50 to accommodate intensive discussion, debate, and decisions for action.
2. A Convocation Committee of representatives of the National Indian Education Association (NIEA), National Congress of American Indians (NCAI), National Tribal Chairmen's Association (NTCA), the National Advisory Council on Indian Education (NACIE), Office of Indian Education (OIE), Bureau of Indian Affairs (BIA), National Institute of Education (NIE), and the National Education Association (NEA-American Indian Caucus), will develop criteria to designate the participants, the site, the agenda, and the attendant budget.
3. The President of NIEA, Mr. Stuart A. Tonemah, would act as the official convener and chairperson of the convocation. He is widely respected and maintains a unique rapport with the national Indian education leadership.
4. The convocation site would be either Washington, D.C. or Denver, Colorado, both are headquarters of the largest number of federal agencies and Indian education organizations.
5. The financial support for the convocation would be provided or

shared by the Bureau of Indian Affairs (BIA), Office of Indian Education (OIE), the National Institute of Education (NIE), and National Education Association (NEA-American Indian Caucus)

6. The coordination and grant administration would be conducted by NIEA.

Proposed Budget

Travel:	
35 participants at average $300 airfare per person	$10,500.00
35 participants at average $25 auto/taxi per person	875.00
Lodging:	
35 participants at $50/day x 2 days	3,500.00
Food:	
35 participants at $15/day x 2 days	1,050.00
Administration:	
Personnel - Secretary/Recorder at $50/day x 2 days	100.00
- Coordinator at $125/day x 6 days	750.00
Telephone - Long Distance	500.00
Postage	75.00
Copying	125.00
Meeting Expenses:	
(Conference Room, Coffee, Equipment, etc.)	525.00
Subtotal Convocation Cost	$18,000.00
Preparation and Delivery of five (5) position papers and travel for six (6) persons (presentors and coordinator).	$10,000.00
Total Convocation Costs	$28,000.00
Grant Administration at 11% of Total Costs	3,000.00
Grand Total	$31,000.00

APPENDIX C

NATIONAL INDIAN EDUCATION ASSOCIATION

1115 SECOND AVENUE SOUTH
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PHONE: 612-333-5341

May 17, 1979

In Re: Planning Committee Meeting
American Indian Education
"State of the Art" Convocation
June 3-4, 1979, Washington, D.C.

You are specially invited to participate as a Planning Committee member to design and implement an Indian education convocation to be convened around mid-summer.

The schedule of activities is planned as follows:

Sunday, June 3 - Arrival of out-of-town participants
- Check-in at International Inn for out-of-town participants

7:00 p.m. Informal get-together of participants at the International Inn

Monday, June 4 - American Indian National Bank Conference Room

9:00 a.m. COB - Planning Committee Session

Invitations have been extended to NCAI, NTCA, NACIE, CICSB, AIHEC, NEA (American Indian Caucus), BIA, OIE, with NIEA as host organization and facilitator.

As you can see, the Planning Committee is practically a convocation in itself, because we want this effort to really include all those national organizations and agencies involved with American Indian education.

The purpose of the Planning Committee is (1) to establish an agenda for a 2-day convocation tentatively built around 25-30 persons; (2) to designate the participants; and (3) to firm up the necessary budget.

Now for a little background that led up to this Planning Committee meeting and the idea for the need of the "State of the Art" Convocation. NIEA commissioned and completed an organization study in January of this year. One of the tasks of the study was to survey past and present Board and staff members for their input and observations. As many of you know, the list reads like a "Who's Who" in American Indian Education. A couple of conclusions of this survey that readily emerged were (1) that there was no concensus as to the role and expectations of NIEA, and (2) that there was no unity of purpose nor clear definition of roles and relationships between and among the major national organizations and agencies involved in Indian education. It just became obvious that a "State of the Art" Convocation was needed at the present time, just like the original convocation that originated the idea of NIEA in 1969.

NIEA, like most of our national Indian organizations, is not particularly financially solvent, and summarily prepared and distributed an "unsolicited proposal" to facilitate this proposed "State of the Art" convocation. Financial support was expressed only by OIE and NEA's American Indian Caucus. NIEA is very appreciative of this support, and would gladly accept any other offers that you might give or recommend.

NIEA clearly believes that we are all at a very critical juncture in the future and direction of American Indian education, and that the time is now to sit and reason together, reaffirm our unity of purpose, and more clearly define how we all work together to assure educational opportunity and equity for American Indian children and adults. It seems especially appropo in this "International Year of the Child" that we reassess and reaffirm that the educational opportunities and achievement of our Indian people and their children is especially what our respective organizations and agencies are all about.

In addition, at the 1978 NCAI Annual Convention, a joint resolution including NIEA, AIHEC, CICSB, NTCA, and NCAI called for establishing an "Inter-Organizational Alliance" to promote "cooperative efforts among Indian organizations involved in Indian education."

This proposed convocation can provide the forum for American Indian education leadership to communicate and share with one another where they are, what they are doing, what are their plans and priorities, and how they all can work together to improve the educational opportunities and resources of American Indians throughout the U.S.

Finally, we regret that we cannot advance your expenses for those that are coming from out of town. We will be in a position to reimburse you only after we have received funds from the supporting agencies/organizations.

If you need any further assistance or information, please don't hesitate to call.

With best wishes from NIEA,

Sincerely,

Lee Cook
Development Director

Planning Session
June 3-4, 1979
American Indian National Bank

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Forrest Cuch
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Jim Hena
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Charles Poitras
BIA, OIEP
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Allene Codopony
Antioch School of Law
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Jerry Yellow Elk
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Byron Graves
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APPENDIX D

NATIONAL INDIAN EDUCATION ASSOCIATION

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PHONE: 612-333-5341

June 25, 1979

Please find enclosed the minutes of our National Indian Education Association (NIEA) sponsored "State of the Art" Convocation planning committee meeting of June 9, 1979.

We would like you to complete the self-addressed post card indicating your interest in participating in the American Indian Education Convocation. Please check the dates and sites you prefer in the order of preference, i.e. "1", "2", "3".

If you did not attend our planning meeting, the reason you are receiving this information is one or more of the following: (1) you were invited to the planning meeting, (2) Director or Chairperson of your organization/agency, (3) recommended for participating in proposed Convocation.

Please return these cards as soon as possible. We would like them returned by July 6, 1979 at the latest so that we can complete the organizing details and get them to you by July 13, 1979 for your own scheduling purposes.

With best wishes, I am

Sincerely,

Stuart A. Tonemah
President

Enclosures

Minutes/Summary
Planning Committee Meeting

NIEA "State of the Art" Convocation
Monday, June 4, 1979, Washington, D. C.

Invited:

NIEA, NCAI, NTCA, NACIE, NEA, AIHEC, CICSB, OIE, BIA

Participants:

Rick St. Germaine, Forrest Cuch, Gay Lawrence, Walt Buesette, Ron Houston, Edwin Fillspipe, Norbert Hill Sr., Joe Dupris, Jim Hena, Charles Poitras, Allene Codopony, Stuart Tonemah, Jerry Yellow Elk, Lee Cook, Mike Doss, Georgianna Tiger, Jerry Gipp, Patricia Locke, Byron Graves

Purpose of Planning Meeting:

-In preparation for an American Indian Education Inter Organizational, Inter Agency, Inter Professional "State of the Art" Convocation to be convened in early August, 1979.

-To determine the agenda, participants, site and budget for the convocation.

Topics Discussed:

1. NIEA Organizational Study leading up to need for "State of the Art" of current American Indian Education organizations, practitioners, administrators, and national programs and initiatives.

2. 1977 Convocation on Indian Education sponsored by the Federal Interagency Committee on Education.

3. Interorganizational Council established at the 1978 NCAI Convention.

4. Transfer of BIA Education to proposed U.S. Department of Education.

5. Insuring Tribal Survival through Education in concert with tribal initiatives in Economic Development, Land, Water, & Treaty rights, etc.

6. Retention of tribal sovereignty, identity, and cultural integrity through educational environment and renewed focus on the Indian child/student.

7. Clarification and definition of services, populations & priorities.

8. Coordination of advocacy services and TA, research, and dissemination of information.

9. "Brain drain" off reservations.

10. Local/Tribal Control of Education/Institutions.

11. Creative ways to reach parents, paraprofessionals, and students--the "average Indian".

12. How to assure fair and equitable distribution of federal services and funds between and among large and small tribes, urban and rural, public, BIA, and alternative school populations.

13. OIE - service centers
    - priorities
    - contracts vs. grants

14. USOE/HEW - coordination of programs/funds for expanded services to Indians.

15. USOE-OIE-BIA coordination

Actions/Agenda Items for Convocation:

I. Organizations/Agencies

a. Articles of Incorporation/constitutional mandates and broad purposes (why we were created).

b. Definitions/clarification of functions and roles (who we are).

c. Service population and services provided (what we do).

d. Organization/operations structure (lines of authority, delegation of responsibilities).

II. Structural, service populations, services--similarities and differences.

a. coordination

b. cooperation

c. mutual recognition and support

d. expectations

e. accountability

f. communication

III. OIE

a. Service/TA Centers

1. Input and recommendations on rules and regulations.

b. Some sense of National Indian Education priorities.

c. What and/or should OIE have funding category priorities?

IV. Status/strategy on Proposed U.S. Department of Education/BIA Education transfer, and related legislative and executive activity.

V. 11th Annual NIEA Convention

a. Theme/location/dates

b. Proposed/suggested input--major forum for major policy, program, and position statements between and among Indian Education organizations, agencies, adminstrators, practitioners, parents and students.

VI. Miscellaneous

NEA convention report

NTCA convention report

Other--Add to Return Post Card

NIEA "State of the Art" Convocation

Name(s)_____

_____

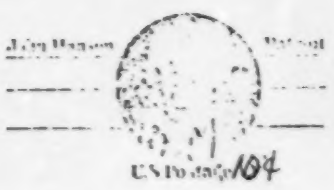
Organization/Agency_____

Title/Position_____

Preferred Dates: (Indicate 1, 2, 3, in order of preference)
Aug. 6-7____, Aug. 3-9____, Aug. 13-14____

Preferred Site: (Indicate 1, 2, 3, in order of preference)
Albuquerque___ Denver___ Oklahoma City___

Suggestions/Comments:



National Indian Education Assoc.
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APPENDIX E

NIEA "State of the Art" Convocation
on American Indian Education

August 13-14, 1979

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